**K-5 Math Lesson Plan**

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| **Teacher: Dove, Gray, Karper, Shumpert** | | | **Grade: 1st grade** | | | **Date(s)**: Day 14 (Tues 9/18) |
| **Unit Title: Counting to 120** | | | | **Corresponding Unit Task: Performance Task 3** | | |
| * **Essential Question(s):** * How can I read numbers up to 120? * How can I write numbers up to 120? * How can I count to 120, starting at any number less than 120? * How can I show an amount of objects with a written number? * How can I bundle ten ones to make one ten? * How can I make a number greater than ten using tens and ones? * How can I understand that two-digit numbers are made of tens and ones? * How can I understand that the place of the digit determines its value? * How can I explain that a number such as 20 is made of two tens and zero ones? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Projector * Vocab cards * 100’s board puzzles * Shipping labels * Task Three rubric * Teacher recording log for counting to 120. | | **Student:**   * 120’s chart * Vertical and horizontal number lines * Bags of peppermints * Record log for Task 3 | | | counting on  tens  ones  bundle  one-digit number  two-digit number  left-overs  singles  group  digit  \*\*Subitizing | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** [1.NBT.1](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.1.doc)  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c) | | | | | |
| **I Can Statement(s):**   * I can read numbers up to 120 * I can write numbers up to 120 * I count to 120, starting at any number less than 120 * I can show an amount of objects with a written number * I can bundle ten ones to make one ten? * I can make a number greater than ten using tens and ones? * I can understand that two-digit numbers are made of tens and ones? * I can understand that the place of the digit determines its value? * I can explain that a number such as 20 is made of two tens and zero ones? | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Review computer game: <http://www.softschools.com/math/place_value/games/tens_and_ones/> by projector. Students count objects and name how many tens and ones there are. Discuss the different strategies you have to use count the objects.  Review vocab cards | | | | | |
| **Performance Task 3**  The teacher will prepare “bags” of peppermint candies for students to choose from and count contents to complete this task. The bags should include varied amounts of candies from 12-120. This task is focusing on 2-digit numbers and the variety of ways using only combinations of tens and ones. The NCDPI Unpacked document shows the example below for three ways of grouping 42.  (Teachers may want to model “bundling” with various manipulatives such as Unifix cubes, base ten blocks, straws or pipe cleaners in lessons prior to this task so students have an option to show not only different combinations, but different visual representations.)  Logos of the Piedmont Candy Company are provided if you want the bags to come from a cardboard “shipping” box. If your budget affords, real candies can be used. Number each bag preparing a few more bags than you have students. Allow each student to count the peppermints and model the number three different ways using the spaces on the recording sheet. Allow for students to exchange bags from the box to complete the counting of three bags. Students may find the counters helpful to manipulate the grouping prior to drawing the representation. The students will then count to 120 starting with the total of the last bag they counted (for example – if they had 46 candies in bag three, the student would begin counting at 46 to 120). Teachers will approve the order for the Dollar Tree Shipment. | | | | | |
| **Independent Practice: Center activities: (Rotate to 2 centers)**  1. Teacher – performance Task 2  2. Missing number pocket chart  3. Pattern block puzzles  4. Computer center - <http://www.softschools.com/math/place_value/games/tens_and_ones/> | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students use numbers larger than 120 (220, 320, etc.) * Use 100s cube to count out larger numbers. * Ask, “How many more would you need to make 240, 235, etc.?” | | | * Use a smaller number as the target. * Student can complete one or two rows. * Have students make groups of tens by circling objects. * Use other types of manipulatives like base-ten blocks or Unifix cubes. | | | * Pre-teach vocabulary: ***bundle*** * Model the task multiple times. * Break the task down into individual components. Give directions for the first task then give the directions and model the activity for the second part. * Say the first few numbers for the student to get them started. |
| **Assessment(s):** Performance Task Rubric | | | | | | |